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ABSTRACT

This report presents principles and practices associated with establishing and maintaining effective community-based partnerships. Since 1993 a total of 25 private colleges and universities and nearly 30 community groups have participated in the College/Community Partnership Program, an effort to encourage private colleges and community groups to collaborate in encouraging and preparing students in low-income communities to attend college or other postsecondary institutions. These partnerships serve over 1,400 youth between grades 4 and 12. This report identifies more than 40 principles and practices associated with establishing and maintaining effective community-based partnerships. The report, which is the product of external evaluations, site visits, and focus groups, is divided into three sections: The first provides an overview of the historical and national context in which the program operates. The second section identifies organizational strategies for developing academic support programs; for effectively serving the students in the program; for involving the community; and for sustaining the partnerships. The third section offers recommendations for policymakers based on the principles and practices presented. An appendix describes 16 of the partnerships developed under the program. (DB)

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The Intentional Community

Colleges and Community Groups Helping Low-Income Youth Prepare for College

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By Mary Mack Callahan
With editorial assistance from Ronald A. Wolk

A Report on the College/Community Partnership Program, jointly administered by Citizens' Scholarship Foundation of America's Dollars for Scholars Program and the Consortium for the Advancement of Private Higher Education, an operating unit of the Council of Independent Colleges

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DOLLARS for SCHOLARS

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The success of this grant program is due to the commitment and dedication of several individuals who believe in the ability of community organizations—colleges and universities, churches, civic groups, schools, community-based organizations, businesses, and the like—to pool their resources to empower youth to dream and achieve. We offer a special thanks to Karen Bogart, the external evaluator for the first phase of the College/Community Partnership Program. Dr. Bogart's extensive evaluation of each partnership provided the foundation for the lessons learned from this grant program. We would also like to thank all those who provided advice and counsel as proposal reviewers, conference facilitators, and general program advisors, including Leslie Anderson, Brenda Atlas, Richard Battig, Nevin Brown, Sarita E. Brown, Florence Fasanelli, Henry Fernandez, Josie Garza, Parker C. Johnson, Mary Kinnick, Alan Kirschner, Mary Leonard, LaJoy Mosby, Emma Owens, and Betty Lou Whitford. We also want to recognize the contributions of the leaders of our respective organizations. CIC President Allen P. Splete and CSFA President William C. Nelsen both contributed considerable time and effort to ensure the program's success.

We wish to thank each of the colleges and community organizations that participated in the first and second phases of the grant program. We acknowledge the work of the college presidents, faculty, business leaders, community representatives, students, and staff for their willingness to initiate and forge successful alliances dedicated to advocating for the youth in their communities.

A special thanks goes to the project directors and representatives of each of the partnerships for providing such candid observations about the nature of their experiences. By sharing their insights, they gave voice and perspective to this publication—which enabled us to uncover and analyze the factors which create effective partnerships between colleges and community organizations.

Lastly, we acknowledge Mary-Mack Callahan, former managing director of CAPHE and the author of the publication, and Ronald A. Wolk, former editor of *Education Week*, who provided invaluable editorial assistance. We include in our acknowledgment of Ms. Callahan a special thanks for her unrelenting dedication and belief in the College/Community Partnership Program from its inception. Her commitment to youth development, especially low-income and underserved youth, is genuine and steadfast. We thank her for helping to put into action a vision and belief that higher education and community organizations have a responsibility to work together to respond to the needs of the youth in their community with the full force of all their resources. To all those who assisted in the creation of this publication, we thank you for your time and dedication.

College/Community Partnerships (1993-1996)

Following is a list of colleges and community organizations involved in the first phase of the College/Community Partnership Program:

Chicago, Illinois
Roosevelt University/
Martin Luther King, Jr. High School

Clinton, South Carolina
Presbyterian College/
Laurens County Chamber of Commerce

Dallas, Texas
Paul Quinn College/
Youth and Family Impact Centers, Inc.

Fresno, California
Fresno Pacific University/
Roosevelt High School

Gary, Indiana
Valparaiso University/
Higher Learning Connection Scholarship

Gaston, North Carolina
Belmont Abbey College/
Gaston County Chamber of Commerce

Holyoke, Massachusetts
Mount Holyoke College/
Latino Scholarship Fund

Jersey City, New Jersey
Saint Peter's College/
Monumental Baptist Church/
College Preparatory Incentive Program

Los Angeles, California
Mount St. Mary's College/
Garfield, Hamilton and Van Nuys High Schools

Louisville, Kentucky
Bellarmine College/
The Lincoln Foundation

New York, New York
Marymount Manhattan College/
Settlement College Readiness Program

Owensboro, Kentucky
Kentucky Wesleyan College/
Dollars for Scholars
of Owensboro-Daviess County

Philadelphia, Pennsylvania
Beaver College/
Morris E. Leeds Middle School

Pikeville, Kentucky
Pikeville College/
Community Educational Foundation
of Pikeville County

Salisbury, North Carolina
Livingston College/
Salisbury Housing Authority

Tacoma, Washington
University of Puget Sound/
Access to College Initiative

Toppenish, Washington
Heritage College/
Yakima Valley Farm Workers Clinic

Tuskegee, Alabama
Tuskegee University/
Wil-Low Housing Authority, Inc.

Utica, New York
Utica College/
Utica City School District

Ypsilanti, Michigan
University of Detroit Mercy/
Willow Run High School ABCS

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Foreword

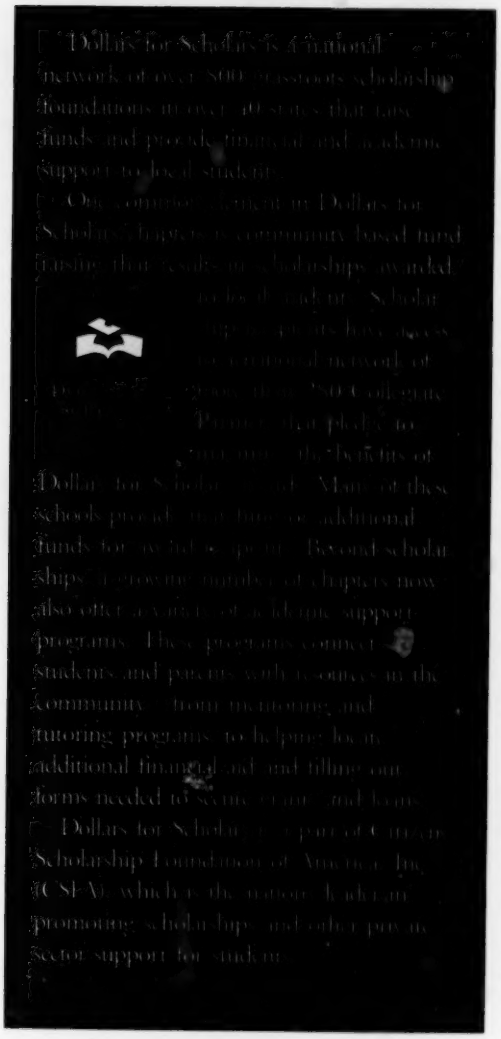
In early 1993, Citizens' Scholarship Foundation of America's Dollars for Scholars Program and the Consortium for the Advancement of Private Higher Education initiated a cooperative program to help prepare more low-income youth in the United States to pursue postsecondary education. Through that initiative—the *College/Community Partnership Program*—private colleges and community groups were invited to develop collaborative efforts to encourage and equip students in low-income communities to attend college or other postsecondary institutions. The program was supported by an initial $1-million grant in 1993 from DeWitt Wallace-Reader's Digest Fund and a second $1-million grant in 1996. In 1993, each College/Community Partnership Program was awarded a grant of $25,000 to support program activities and received a $1,000 matching grant upon the creation and affiliation of their Dollars for Scholars chapter with the national organization. In 1996, each partnership was awarded a grant of up to $30,000 to support program activities.

Since 1993, a total of 25 private colleges and universities and nearly 30 community groups (K-12 schools, school districts, churches, civic organizations, public housing authorities, etc.), have come together in dynamic partnerships in service to over 1,400 youth between the fourth and twelfth grades. Documenting lessons learned from six years of partnership building, this report identifies more than 40 principles and practices associated with establishing and maintaining effective community-based partnerships. While these particular partnerships involve institutions of higher learning and community organizations, the principles and practices nevertheless hold for most community-oriented collaborative ventures that provide academic support to low-income youth.

In addition to representing our cumulative learning about the formation and maintenance of partnerships between institutions of higher learning and community groups, this report shows the conditions that make for successful out-of-school academic support programs for low-income youth. During the first phase of the grant program, the external evaluator conducted a comprehensive analysis of the grant program and the 20 participating partnerships (see opposite page). The analysis included site visits to approximately half of the partnerships, telephone interviews, and an analysis of progress reports and other supporting materials. The results of the analysis played a critical role in shaping the goals and objectives of the second phase of the grant program, i.e., to strengthen, professionalize, and institutionalize approximately half of the partnerships created during the first phase of the grant program, and to establish five new partnerships. In addition, the findings laid the groundwork for our understanding of the principles and practices ultimately presented in this report.

Through information collected during three regional focus group meetings during the second phase of the grant program, the principles and practices presented in this report were developed. The focus groups brought together college and community representatives from each of the sixteen participating partnerships to discuss the challenges and successes associated with establishing effective partnerships. The principles reflect the experiences of parents and grandparents, college faculty, college student program volunteers, community organization staff, college administrators, housing program administrators, local business people, and teachers and school administrators. While the report documents the collective knowledge acquired over the course of six years, the quotes and comments integrated into the report represent the voices and collective wisdom of the sixteen partnerships that participated in the second phase of the grant program.

Providing a blueprint for those interested in creating, or perhaps enhancing, existing community-oriented partnerships, the report provides practical information about how different types of community organizations—including colleges and universities—can come together and form intentional communities in support of youth. For instance, it outlines the importance of developing a shared vision, the need to hold youth accountable for their own learning, how to involve parents and guardians in program



activities, the relationship between community advocacy and student achievement, and why everyone must be honest and up-front about what each partner brings to and wants from the partnership.

Responding to increasing interest among local, state, and federal governments in after-school and other programs that are administered by community/school/business partnerships, the report translates the principles and practices into approximately a dozen policy recommendations of strategies to pursue as well as ones to avoid. While we hope the report will increase policy makers' understanding of the ingredients of successful partnerships, we also hope policy makers recognize the important role of higher education, and private higher education in particular, in pre-college academic support programs.

One of the main questions guiding the development of this national grant program concerned replication. That is, could such programs be replicated across communities? Our experience indicates that the answer is yes. We have within the second phase of the grant program an example of one partnership that eventually patterned its program on that of another partnership. The program was adjusted to fit the new environment and is taking hold. The fact that replication occurred within the grant program lends credence to the principles and practices presented in this report, as they represent the effective practices commonly associated with partnerships that work.

The report is divided into three main sections. The first section, *Improving Aspirations and Attainments of Low-Income Students*, provides an overview of the context, historical and national, in which the *College/Community Partnership Program* operates. In many ways it reads as a problem statement that clarifies the importance of pre-college academic support initiatives. Within the last couple of years, there has been a growing awareness of the needs and challenges facing the nation's most economically and educationally disenfranchised families. It is within this particular context that the *College/Community Partnership Program*, and its unique characteristics, is presented as a viable and effective strategy for addressing the academic and financial needs of low-income youth.

The second section, *Developing the Intentional Community*, identifies principles and practices associated with establishing and maintaining effective community-oriented partnerships—that is, intentional communities. This section is divided into four subsections: developing academic support programs, effectively serving the students in the program, involving the community in these efforts, and sustaining the partnerships.

The final section, *Recommendations for Policy*, briefly outlines some suggested do's and don'ts for policy makers, based on the principles and practices presented in section two. Practically speaking, section three can be used as a checklist to guide the development of policy and practice out of which such partnerships, and thus intentional communities, are created.

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Located in the Appendix is a brief description of the sixteen partnerships that participated in the second phase of the grant program. The descriptions reveal the range of activities that are made available to students and families. For example, in addition to increasing academic skills, programs often include activities designed to enhance self esteem, cultural identity, and conflict-resolution skills. The descriptions also identify the grade levels of the students served. Specifically, some partnerships direct their activities to middle school and high school students, while others begin with grade school students and follow them through to graduation. Several of the partnerships add a new cohort of students each year, enabling them to reach even greater numbers of students in need. Lastly, the descriptions reveal the importance of the Dollars for Scholars chapters not only as sources of financial assistance but also of community pride and effective youth advocates.

One of the most important, and yet unintended, intangible outcomes of the grant program was the evaluator's finding that these partnerships enable students and families to develop a sense of *hope* that a post-high school education, and thus a better way of life, is possible and obtainable. This new sense of hope, which we intuitively believe is related to increased educational aspirations, makes these kinds of partnerships all the more important.

The work of these partnerships is far from over. We believe, however, that they are well positioned to continue to enhance and expand their programs. We present this report with the hope that the information contained within provides constructive and practical guidance to those interested in creating similar partnerships—and intentional communities—for low-income youth pursuing postsecondary education.

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The Consortium for the Advancement of Private Higher Education (CAPHE) was established in 1982 by representatives of major foundations and corporations concerned about the future of independent higher education. In 1993, CAPHE became an operating unit of the Council of Independent Colleges, the national service organization that assists independent colleges and universities in improving their leadership capacity, educational programs, administrative performance, financial resources, and visibility.

CAPHE designs and administers directed-grant competitions; offers technical assistance to funders; and disseminates ideas resulting from its programs so that other institutions, both public and private, may benefit. The purpose of CAPHE grant programs is to help private colleges and universities meet the changing needs of students, employers, and society. CAPHE support comes primarily through grants and technical assistance to individual private colleges and universities. Through these activities, models for addressing institutional problems, and innovative approaches to meeting emerging needs of students and society, are developed and tested.

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I. Improving Aspirations and Attainments of Low-Income Students

Overview

In less than a generation, the United States has transformed itself from the world's foremost industrial economy to the world's preeminent information society. Individual success in the new knowledge economy requires higher levels of education than ever before. Intellectual labor is the driving force behind the nation's economic growth and continued prosperity. Eighteen of the 25 highest paying, fastest growing occupations in the United States through 2006 will require at least a baccalaureate degree (Gay, 1998). The largest growth industries require technical knowledge and advanced learning beyond high school. College education—at a minimum, some college education—is the new union card for productive work in the high-technology economy.

Those left furthest behind in the recent prosperity of our 1990s economy are, in large proportion, those who lack the knowledge and skills to succeed in the high-technology workplace. Access to and acquisition of higher education mark a growing divide between rich and poor in our society. In 1980, the weekly salary of college graduates was just 40 percent higher than that of high school graduates. Today, that gap has risen to an astounding 73 percent (*The Wall Street Journal Almanac*, 1998).

Yet college or other postsecondary education has been neither historically nor typically a province of low-income citizens in the United States. In a society where higher-level skills have become a prerequisite for productive employment, it is essential that our society find the means to help a far greater proportion of our citizens obtain higher education.

Unfortunately, while the need for higher education has grown, a large segment of our youth is not being prepared to attend college. Underachievement of students in the public schools has received continuous media attention throughout this same period of the 1990s in which our economy has experienced such success. More than

half of the 4th and 8th graders in urban schools, in which the nation's economically disadvantaged children are predominantly located, cannot perform academically with the skills and knowledge expected of students their age. Roughly four out of 10 urban students are able to read, compute, and do science only at the "basic" level on a national exam, still a step below what is considered proficient in these core subjects (*Education Week*, 1998a). These 11 million urban schoolchildren alone represent about a quarter of the nation's total public school enrollment.

Any efforts to improve public education so that our students are prepared for the high-technology society of the 21st century will ultimately fail unless the nation steps up its commitment to enhancing the educational attainment of its low-income youth. The challenge we face in educating the next generation is an opportunity for the nation to address two interdependent problems at one time:

- The need to help a broader group of students achieve the high attainment and higher levels of learning that can open doors for them in an information society and economy. In addition to improving public education, meeting this need means developing more effective interventions and ways to bring together an ensemble of educational and social resources to help young people.

- The need to reinvigorate communities to become more supportive of young people. Communities must begin to refocus and regenerate their efforts to encourage young people to achieve high levels of success. Community organizations, leading institutions —in particular educational institutions such as colleges and universities—and businesses all must assume active roles in ensuring high levels for educational achievement of all students in their communities, especially low-income students.

Rigorous academic preparation enhances students' ability to succeed in college. A study by Clifford Adelman, senior research analyst with the U.S. Department of Education, reveals the benefits of advanced course study to college-bound students. According to Adelman, the biggest factor in determining whether students earn a bachelor's degree is participation in rigorous academic courses in high school. The completion of a solid academic core was more strongly correlated with earning a bachelor's degree than high school test scores, grade point averages, or class rank. This correlation was particularly strong for African American and Latino students (Adelman, 1999).

Research indicates that factors outside school—such as family and community attitudes, after-school activities, and peer pressure—play a significant role in shaping student achievement, for better or worse. Today, non-school influences are often a negative factor in student achievement. Many students are distracted from academic goals by competing interests in sports and part-time work, and by the powerful anti-intellectual pull of a celebrity- and media-based teen culture. They need, but rarely get, reinforcement about the importance of academics from their communities.

Efforts around the nation have shown that student achievement can flourish when the community rallies around this vision: that young people are a valuable resource and their education is the highest priority. Students who have regular opportunities to take advantage of local cultural and educational institutions, such as museums, arts centers, and colleges, realize that culture and learning are part of their own heritage and are available to them. These experiences offer low-income students a passport to a larger world of learning and intellectual stimulation beyond their school and neighborhood environments. Opportunities to gain extra-school enrichment in areas of academic interest, including challenging courses in core subjects and guided exploration in the arts, provide students with alternatives to negative out-of-school influences, which affect both their educational aspirations and attainment.

The National Response

Over the past decade, 49 of the 50 states have been setting higher standards for student learning.

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The nation has embarked on a complicated and expensive course of action to help establish clear expectations for what students should be able to achieve, and to hold both adults and students accountable for their progress.

The standards movement also is working to ensure that schools and communities have the capacity to help young people achieve these standards. States are investing in better quality teaching, in moving toward adequacy in funding for poor communities, and in new approaches to helping students gain basic literacy and higher-order thinking skills they will need to succeed in the classroom and beyond.

The standards movement, however, necessitates an even greater call to make an increased effort to improve the educational success of low-income students through extra-school programs. Public education reforms that would improve lower-income students' chances to meet high standards are not likely to keep apace with the implementation of the requirements that students meet the new standards. Low-income students are quite likely to have their educational aspirations yet more negatively affected.

According to the Education Trust, 78 percent of the successful high-poverty schools it studied provided extra academic help, and offered noneducational services, outside "regular" school hours (The Education Trust, 1999). Increasing numbers of nonprofit, community organization, and foundation programs and services have targeted their efforts directly at providing "extra help" for raising students' academic accomplishments in recent years. Their work has built a respectable repository of varied and successful programs throughout the country. Yet these efforts have begun to meet only a small portion of the national needs among low-income students.

States and school districts have also begun to invest in after-school and summer school programs to prepare students to master more difficult course content. But these programs, such as one introduced in Maryland in Fall 1999, are often implemented and sustained through grants. And like private initiatives, programs at the state and local levels frequently are not organized as part of a state- or district-wide effort to meet systematically and comprehensively the needs of all low-income students who can benefit from assistance.

The federal government has begun to address the need to reach more students with some important new initiatives. The most significant program that the U.S. Department of Education has undertaken to date is the 21st Century Community Learning Centers program. This has brought together 1,600 rural and inner-city schools in 468 communities with other organizations in their communities, enabling schools to stay open longer to provide expanded learning, social, and recreational opportunities for students. Entities working with these schools include nonprofit agencies, community organizations, local businesses, postsecondary institutions, and scientific, cultural, and other community institutions.

GEAR UP (Gaining Early Awareness and Readiness for Undergraduate Programs), another recent initiative of the federal government, supports partnerships between colleges and low-income middle and junior high schools. The partnerships—which include two additional local organizations such as community-based groups or businesses—work with students, beginning no later than the seventh grade, to ensure that they take and succeed in the demanding coursework necessary to go to college. GEAR UP models a number of successful programs, such as Project GRAD, *I Have A Dream*, Cities in Schools, and the Urban Partnerships Program of the Ford Foundation. These programs, like the College/Community Partnership Program, employ some or all of a comprehensive set of strategies—including skill building, mentoring, college and financial aid counseling, scholarships, and parent information programs—to help low-income students aspire to and prepare for college.

Despite the growth of government initiatives and the existence of large numbers of independent programs, the need for comprehensive programs to help low-income students receive the necessary skills for postsecondary education is still far from being met. The Government Accounting Office estimated in 1997 that, without growth in the number of after-school programs, as little as 25

percent of the demand for after-school programs among school-age children in some urban areas would be met by 2002 (Government Accounting Office, 1997). Applications for GEAR UP grants in 1999 far exceeded what the Department was able to fund. Notably, approximately one out of every five U.S. colleges and universities was included in the pool of applications submitted by states and partnerships.

The Roles of Higher Education and Communities

Colleges and universities have for years provided outreach programs to pre-college students in their communities. Such programs have been variously designed to offer academic enrichment, college information, test preparation, mentoring, and recreational opportunities to students. These programs have often been limited in scope, both within the college and within the community—limited to a segment of faculty, staff and/or departmental involvement; limited to a specific school or set of students; limited to a small range of programs and services; limited in connections to other community programs and services. As such, higher education's outreach to pre-college students has been frequently criticized as having too little impact on improving K-12 education, having little effect on the colleges and universities themselves, and having marginal impact on the quality of the overall community or its understanding of what is necessary for students to achieve a college education.

Much of the attention directed toward supplemental school programs has focused on their effectiveness in providing safe environments for students in the hours spent between school and home and, therefore, on prevention of youth violence. Yet, in terms of the future welfare of low-income students and our society, the influence that supplemental school programs can have on actually raising student achievement is equally, if not more, important. The nation's colleges and universities have a crucial role to play in forming that influence.

The challenge of raising low-income student achievement cannot be met effectively by schools alone. The factors affecting educational achievement among students are many and often complex, and schools are not equipped to meet these various needs within the limited time of the school day. Moreover, many of students' needs are more appropriately and effectively addressed in environments beyond the schoolhouse door.

Because higher educational achievement and college education are so vital to improving the economic prospects of low-income students, colleges and universities are key to defining and demonstrating for students, their parents, and their communities what student achievement needs to be. The best means by which to provide that demonstration is to be involved in it as fully as possible so that students' needs are addressed and that they can obtain a postsecondary education.

Colleges and community groups have a unique set of resources to offer in meeting the scope of students' needs. Working together, they bring a powerful set of resources and influences to address a comprehensive set of challenges that need to be overcome before low-income students are able to fully aspire to and prepare for postsecondary education. For instance,

- Outside agencies can benefit schools by reinforcing the importance of education in a separate and challenging setting.

- Investing community resources in low-income youth can lead to greater public support of their needs and to a more broadly inclusive sense of community.

- The K-12 educational enterprise is overburdened and thus unable to provide needed individual attention to low-income students. At the same time, many commu-

nity programs and college campuses are underutilized as educational resources for helping students become high achievers.

➢ Community agencies and college campuses can bring more talented adults into direct one-on-one contact with students.

➢ And community programs, including scholarship efforts and organized youth activities, can benefit by introducing a stronger academic component into their initiatives.

Colleges, in particular, have important resources to offer and critical roles to play in helping low-income students pursue postsecondary education. To begin, colleges and universities have essential facilities and equipment that benefit students' academic performance and that are rarely found in community organizations and woefully lacking in high-poverty schools. Beyond additional classrooms and performance and recreational facilities, colleges offer access to computers and other technology, the opportunity for students to work in well-equipped laboratories, and access to information through college libraries.

Beyond taking on roles in direct service to students, such as curriculum development and instruction, college faculty and staff have expertise to offer community organizations. Individual faculty or departments often have existing relationships with community organizations based on a history of common interests and cooperative efforts. College-community partnerships can extend—and help to focus—many efforts in which college personnel are already involved, such as local economic development initiatives, social service improvement, employment training, and the training of elementary and secondary school teachers.

Perhaps least tangible but most important, however, is the role that college involvement can play in building community. Most colleges and universities cite in their mission statements the importance of their role in educating citizens to maintain the vitality of a healthy democracy. Involving colleges in the lives of the low-income youth in their communities does not just extend to the youth the opportunity to participate in an education that values preparation for democratic citizenship. It also engages a college even more directly as an actor in our democracy. This involvement is particularly important given what colleges have to learn through these partnerships: These students are the students of their future, and better understanding their interests and needs will better prepare colleges to educate them as undergraduate students.

As our citizenry becomes increasingly mobile, we are challenged to create and maintain a sense of community in locations where many reside on a relatively short-term basis. Colleges and universities have done this for years. Today's college students show a determined interest in what they can learn and the relationships they can create through involvement in the broader local community while in college. These students will be adapting throughout their lives to find community and to build relationships in new employment situations and new locations. Colleges and universities that play a significant role in the lives of the various constituencies in their areas can form the cornerstone for community in a highly mobile society—as, historically, colleges and universities often have.

College/Community Partnerships

The College/Community Partnership Program was developed to provide a framework for community-based academic enrichment programs. Communities were selected to participate in the program based on a number of criteria: indicators of poverty, the presence of a nearby four-year college with a record of community action and leadership, and the presence of a community scholarship program designed to encourage more young people to pursue a postsecondary education.

The partnerships link colleges with community agencies and groups to create new opportunities for academic enrichment, youth development, and college awareness. A key component of the programs from the start has been the development or expansion of local scholarship foundations. Their goal is as much to encourage and direct community involvement in support of low-income students' achievement as to raise tangible funds for

college education as a means of increasing the motivation of the students themselves.

Local scholarships foundations were developed and receive technical assistance as part of the national network of Dollars for Scholars chapters sponsored by Citizens' Scholarship Foundation of America. Each community's Dollars for Scholars foundation was established as a 501(c)(3) administered by community members and serving as a vehicle to raise visibility and support of students' educational needs. Dollars for Scholars in these communities created a focus for community action by parents and guardians, business representatives, local government, teachers and administrators, college faculty and staff, and the students themselves.

College-community partnerships are effective precisely because they are complements to, and not part of, an already overburdened education system. The partnerships provide additional assistance to students in the public schools.

The partnerships in the College/Community Partnership Program share these essential characteristics:

Academic support activities—All programs include a strong emphasis on bolstering academic skills needed for success in college through tutoring, Saturday academies, on-campus programs, and other approaches.

Heavy college involvement—Programs give pre-college students numerous opportunities to visit college campuses and gain a visceral sense of what the environment is like and to encourage students to believe college can be part of their future.

Scholarship development and financial-aid awareness—Given that the cost of higher education has risen by well over 300 percent in the past two decades, only five percent of American families can still afford to pay the entire bill for their children's college education. (Levine, 1999) College awareness is bolstered by continuing to raise money for local scholarships for students and by providing students with financial-aid information to ensure that they realize that college can be financially within reach.

Individualized student attention—Programs are designed to maximize personal attention. The number of students served varies from 40 to 400. Most programs strive to involve a high ratio of adults and college students per low-income school student to ensure adequate supervision and mentoring.

What follows is a set of principles based on the experiences of the 16 College/Community Partnerships from 1996 to 1999 (see page 10). These important elements of successful partnerships help improve the educational attainment of low-income youth. Many of these principles have been identified in the field by other successful initiatives, and as such, have been reinforced by other experiences.

II. Developing the Intentional Community: Lessons from the College/Community Partnership Program

Most traditional, residential private colleges and universities—the model of all the colleges in the College/Community Partnership Program at the time it was founded—are intentional communities. An intentional community is a group of people dedicated to a purpose or concern of mutual interest who have come together—often sharing land or housing, but at least residing deliberately in a community recognized by proximity—to serve that purpose. For the traditional college, the intent was the creation of community in pursuit of a common intellectual mission; members of that community (alumni) frequently maintained a connection of purpose to that community long after they left it and moved on to other whereabouts. Colleges, in fact, have depended upon building this sense of intentional community among its students for years, hoping that students will maintain it once they have graduated through their generous support. In other contexts in our history and society, we speak of intentional communities when we describe religious groups such as the Shakers, or lifestyle or advocacy groups such as ecovillages, housing cooperatives, and the like.

We deliberately chose this phrase as the title for this report on the College/Community Partnership Program. We chose it because of the potential for these programs and similar efforts to create a new, and essential, type of community—communities organized for the purpose of improving the educational and life outcomes of low-income youth. The effort is by necessity so comprehensive, requiring the involvement of resources from many directions, that when various institutions, groups, and individuals come together to improve the educational aspirations of low-income youth, an intentional community is what they essentially become.

The most effective programs in the College/Community Partnership Program have resulted in

the development of intentional communities, and in an expansion of the initial scope of the intentional community of the colleges and community organizations involved. College presidents and community organization leaders have publicly stated their intentions to work together to benefit low-income youth in their communities and have put considerable time and energy behind their promises, brought staff and resources together from their respective organizations, and gone out into the community to gain additional support for their efforts. College and community organization staff are working across historical boundaries as part of a directed, collective set of programs to assist youth. Community members and parents and guardians have joined programs and work with college and community organization staff to mentor students, manage program activities, and raise scholarship funds for students. College students are involved with the students in their communities both at the college and in community organizations as tutors and mentors. Most importantly, these various groups and individuals recognize themselves as part of an interconnected whole working together, most often side by side, to fulfill a collective vision for the community's youth.

The College/Community Partnership Programs have employed a number of strategies to achieve success with the youth in their communities. Many of these strategies, expressed as principles and practices in the following pages, set the foundation for the development of an intentional community serving youth in their locations.

Following are lessons learned about the strategies from four key areas of work.

A. DEVELOPING THE PROGRAM

Creating an effective college/community partnership program to increase educational success among low-income youth requires both establishing the workings of the partnership and developing cooperatively the design and content of programs and services. The College/Community Partnerships reported on here found that it was critical to pay careful and ongoing attention to the quality of the partnership itself in order to maintain the quality of the programs they offered to students.

Attention to partnership development involves many components: shared vision and resources, support and engagement of leadership, and the articulation of commitments. An essential ingredient of successful programs was open and ongoing communication among the principals of the organizations involved in the partnership. Through open communication and shared experiences, the core of an intentional community supporting low-income students was built.

Develop a Shared Vision. In the words of a representative of Tuskegee University, "Folks who volunteer, and others, will not belong to the 'what' unless they know the 'why.' " A vision for the partnership and what it will accomplish is the force that will carry its programs to fruition.

The 16 College/Community Partnerships all shared the same intention of helping low-income students pursue a postsecondary education. Yet each of the partnerships had a somewhat different vision of what that meant. That vision shaped the character of their partnership and their program strategies. The vision was also necessary to carry the partnership into the community to build the support necessary to institute partnership programs and to attract low-income students and their families to participate in them.

The Tuskegee University/Wil-Low Housing Authority Program built upon a vision of uplifting a community by addressing the needs of the poorest students in two of the lowest-income counties in the United States. The vision of the partnership is bold and broad, meant to address a population with great needs. The program that emerged is comprehensive and involves a number of sectors of the community.

Bellarmine College and the Lincoln Foundation had a vision of helping a number of low-income students from Louisville—students with promise but for the most part with low aspirations for college—obtain the skills and motivation to get a college education. The vision also included an expanded definition of community for the students and the college, one where the college would take a more direct role in the community and where the students would come to own the college as part of their own community. That vision has shaped the

structure of the program and influenced its impact upon students within the community and more widely in Kentucky, and at the college as well.

Make the Intentions of the Program Clear. Unless the partnership articulates and maintains a clear focus, the broader missions and organizational characteristics of the institutions will eclipse the partnership and prevent it from accomplishing its purposes. From the start, it is necessary to express directly and repeatedly with all parties involved in these programs that there is a clear intention for the partnership, for the structure of partnership programs, and for the efforts of all of those involved. That intention must be explicit: to assist low-income students in the community in pursuing a postsecondary education.

Build from Strong Leadership. The support of college and community leaders is the foundation necessary to develop and sustain the partnership and its programs. Leadership from the highest levels of the college and community organization is critical.

Some of the College/Community Partnership Programs were begun through extensive conversations and planning by the top leadership of their respective institutions. The president of Utica College and the superintendent of the Utica Public Schools, the president of Bellarmine College and the executive director of the Lincoln Foundation, and the president of Presbyterian College and the leaders of the Laurens County Chamber of Commerce forged the partnerships for their organizations. The credibility, and therefore the effectiveness, of their partnerships was built from the beginning on the extensive influence that these leaders enjoyed within their respective communities.

Other successful partnerships have enjoyed the full and consistent support of the leaders of the partnering organizations. The involvement of leadership at the highest levels lends legitimacy to the vision of the partnership. Support of the partnership from leaders allows the program to call upon staff from their respective organizations, to build respect and visibility for the partnership program within the community, and to obtain the resources to run the partnership programs.

Pursue Common Interests. Colleges and community organizations have a number of common interests that can serve to bind them together in a successful partnership. Among the important roles the leadership for the partnering organizations can play is articulating the common interests for the college and community organization.

In Indianapolis, Marian College and the 21st Century Scholars Program shared the common purpose of addressing state legislation designed to encourage postsecondary education among low-income students through academic support and scholarship programs. But they shared other interests and convictions as well. The 21st Century Scholars Program provided a tutoring and mentoring program for students that would benefit from the expertise and resources—both material and human—that the college could offer to improve and expand their services. Marian College recognizes itself publicly as "The College That Mentors." It institutes mentoring and community service as an educational strategy of its program for its undergraduate students. The partnership provided a chance not only to extend that calling but also to expand community service opportunities for college students and faculty. Moreover, given that the 21st Century Scholars Program is a community organization run principally by parents and guardians of students, the partnership has brought the college into a relationship with an additional community constituency and group of prospective applicants.

Know Thy Partner: Conduct Continuous Planning and Communication. Getting to know the partner is a critical component of a successful partnership. A strong collaboration between the partnering organizations generally creates the basis of a strong program for the students. The process of building a partnership, given the conditions in which they must operate, requires careful, assiduous, time-consuming planning. It is a planning process that involves building relationships between the partnering organizations, gathering information about the community and about effective strategies for helping low-income youth, developing the design and substance of a program, and creating a plan for implementing the operations of a program.

College/Community Partnerships (1996-1999)

Following is a list of colleges and community organizations involved in the second phase of the College/Community Partnership Program.

Cambridge, Massachusetts
- Lesley College
- The Cambridge Housing Authority
- Work Force Program

Clinton, South Carolina
- Presbyterian College
- Laurens County Chamber of Commerce

Fresno, California
- Fresno Pacific College
- Roosevelt High School

Holyoke, Massachusetts
- Hampshire and Mount Holyoke Colleges
- Latino Scholarship Fund

Indianapolis, Indiana
- Marian College
- 21st Century Scholars Program

Jersey City, New Jersey
- Saint Peter's College
- Monumental Baptist Church
- College Preparatory Incentive Program

Los Angeles, California
- Mount St. Mary's College
- James Garfield High School

Los Angeles, California
- Occidental College
- Eagle Rock High School

Louisville, Kentucky
- Bellarmine College
- The Lincoln Foundation

Minneapolis, Minnesota
- Augsburg College
- The Little Brothers-Friends Education Corporation

New London, Connecticut
- Connecticut College
- Centro de la Communidad

New York, New York
- Touro College Manhattan Campus
- Settlement College Readiness Program

Philadelphia, Pennsylvania
- Beaver College
- Mount St. Joseph Academy

Toppenish, Washington
- Heritage College
- Yakima Valley Farm Workers Clinic

Tuskegee, Alabama
- Tuskegee University Cooperative Extension Program
- Tri-County Housing Authority

Utica, New York
- Utica College
- Utica City School District

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Determining what resources can be brought to the program by each organization is an important aspect of getting to know the partner. These resources include facilities and equipment; financial commitments; existing programs, curricula, and services for students; and staff, volunteers, and other community connections. Perhaps more important, however, is to learn about the organizational culture and constraints in which the partner is operating. These will affect the ongoing processes of building the partnership, operating the partnership program, and sustaining partnership activities for the long term.

Getting to know the partner includes obtaining a clear idea of the structure of its organization and where the principal people involved in partnership activities are on the organizational chart. Are these people in a position of enough authority to finalize agreements? Is there enough support within the organization to follow through on the commitments they make? Should lines of communication to others in the organization be established and maintained continually? Several of the College/Community Partnership Programs found that in order to establish this knowledge, it was necessary to have numerous planning conversations with teams of individuals from each organization who were to be involved in the partnership program. It was also necessary to spend time in the other organization.

Just as important to process—and outcomes—is this question: How effectively will the culture of the partnering organization support the goals of the program for the students and the goals for building an intentional community between the partners? Community organizations learned that it was important to understand the college environment the students would confront so that they would be better prepared for some of the things they encountered there. These were issues for the students that the colleges, operating from their own cultural perspective, did not anticipate. Colleges found that many community organizations, by nature of their social service orientations, were set up in an emergency-service mode designed to address immediate problems, as opposed to the longer-term committee method of management that is so much a part of most college administrations. A great deal of learning about core organizational values and work styles was required by partners on both sides.

The press of limited time is a factor that affects the individuals in both colleges and community organizations. Getting to know the context of respective work days and additional commitments is essential to the planning process. But perhaps most important to planning was the building of interpersonal relationships among those with the responsibility for running the programs. In essence, College/Community Partnerships build a new community of relationships between the partners, and those relationships are an essential ingredient in keeping programs going.

Understand the Community. The focus of community for the College/Community Partnerships was on groups within the community that most directly affect and/or could be most influential upon, students' educational aspirations. Each of the 16 College/Community Partnerships developed a somewhat different definition of "community." In Clinton, South Carolina, and Tuskegee, Alabama, "community" initially meant the families and friends of the students and the institutions of which students were a part—such as schools, churches, and, in the latter case, housing developments—and was broadened to include the entire counties of these rural Southern areas. In Holyoke, Massachusetts, the community was the Latino residents, who form a significant proportion of the city's population but are a community apart from the city's power structure. In Jersey City, New Jersey, the "community" surrounding the youth in the partnerships is their families and neighborhoods plus the community groups associated with the community organizations and churches that are involved in the partnership.

The community—both the community of students and families for whom the program is designed and the broader community—has its own cultural, political, and economic characteristics and organizations, and a history of programs and community involvements for youth and families. To best meet students' needs, programs should be developed within the context of the circumstances of their lives in the community. Are there commu-

nity or religious organizations with which the students are currently affiliated, and should these organizations be approached to help recruit students and underscore the credibility of the partnership program? Should the partnership program and activities be structured around those of other organizations with which students are affiliated? Are there restrictions on students' time and calendars around which program schedules should be built? Are there organizations or key individuals in the community who should be contacted to gain the confidence of students' parents and guardians? What is the history of programs for youth and low-income residents in the community? How are students currently being served by common institutions in the community, such as schools, and will the manner in which they are being served be an asset or an obstacle to the goals of the partnership program?

The community is also a reservoir of resources for the program. Knowing what other organizations are serving students in the community, and how, can help avoid program duplication and unnecessary competition for scarce community resources. One of the College/Community Partnership Programs has undertaken the task of Asset Mapping to identify where there are existing resources in the community that can be utilized to improve program efficiency and services to students. Asset Mapping is a strategy with great value for both program development and ongoing program improvement and sustainability. Through Asset Mapping, the Occidental College/Eagle Rock High School partnership has been able to identify other organizations with which to coordinate services to students and avoid program duplication, and to reorganize the program to more effectively meet students' needs based on their schedules and their other outside interests and involvements.

In addition to Asset Mapping, other partnerships have also established collaborative relationships with other youth advocacy organizations in their communities. The linkage the Connecticut College/Centro de la Communidad partnership has made with Alliance for Youth, Big Brothers/Big Sisters, and the Rotary Club of New London, to name a few, is just one example.

Make Responsibilities Clear. To function well, College/Community Partnerships require a great deal of coordination among the organizations. Doing so effectively involves making the roles and responsibilities of each partner clear from the planning stage and throughout the operation of partnership activities. "Clarity—not just verbal clarity through a telephone call but something that is written down, that you can refer back to when you encounter certain issues—is very important," says one representative of the 21st Century Scholars Program. "Not just for the health of the partnership but for the health of the people who are involved in those partnerships."

Delineating responsibilities to a significant level of detail is important for the smooth running of the complicated logistics of these programs. But clarifying responsibilities—and delegating responsibilities—is especially important to building a reciprocal relationship between colleges and community groups.

Research Student Needs and Effective Strategies. The academic needs of students determine what the substance of the educational component and strategies of the program will need to be. To build an appropriate academic support program, it is important to have knowledge of the content of students' in-school academic programs and their perceived abilities. Having access to the content of the students' school curriculum is especially important for equipping tutors and mentors with the background they need to help build students' skills.

There is a wide body of research on effective out-of-school program strategies to help low-income students improve their academic performance. The research also includes strategies to address related social, psychological, and economic needs that affect students' performance.

Program planning and development for the Lincoln Foundation and Bellarmine College, and for Presbyterian College and the Laurens County Chamber of Commerce, included a deliberate process of researching students' needs and gaining familiarity with research- and evaluation-based strategies for meeting those needs. College faculty and staff, local school teachers, and community organization staff then sat down with that informa-

tion to develop cooperatively curricula and other components for their programs.

Formalize Agreements. Develop clear and specific language that dictates the length of the partnership agreement (preferably several years), how the agreement can be renewed after that time, and what will happen in case of turnover in leadership within the key partner organizations. This language can be part of the bylaws of the governing body of the partnership and should also include specific information on the roles of each individual involved in the steering committee or advisory board as well as partnership program staff and principal volunteers.

Utica College and the Utica City Schools created a formal, binding operating agreement at the beginning of their partnership that is reviewed and renewed every few years. The agreement identifies which party is responsible for which program operations and resources, and provides a system of evaluation and accountability for the roles and responsibilities of the partners.

Establish a Home Base. To build legitimacy and a long-term relationship with the community, College/Community Partnership programs need to locate in a recognizable, stable facility. A centralized location that people—members of the organizations, other community groups, members of the community, students and their parents and guardians—identify with the program, and where they can come to receive information about the program, creates a strong image upon which the program can grow within the community.

In cases where the college campus is the base of operations, opportunities are created for new constituencies in the community to value the college as part of their community, their lives, and the aspirations of students. As a base of numerous community outreach programs, including the College/Community Partnership Program, Connecticut College frequently has youth and family members around many areas of campus. Once a college has extended itself to the community, the value of its presence in their lives reaps significant returns. As a grandparent of one of the students enrolled in the CHAMPS (Communities Helping, Assisting, Motivating Promising Students) program at Presbyterian College observed, "The college used to be that place over there, and we had nothing to do with it. Now it is a part of our lives and our community, and it is a wonderful place." After initially identifying and aggressively recruiting students to participate in its program, CHAMPS has now generated more interest among students and families than it can currently accommodate and is developing strategies to expand and restructure the program to meet that increased interest.

Speak the Truth About Your Commitments. Low-income communities in the United States have experienced a long history of programs and community services that come and then, just as quickly, disappear. Partnership programs should be based on, and structured to provide, a long-term commitment to the community. Just as important, the nature of that commitment should be clear not only to each partner but also to the wider community upon whose contributions the program will be built.

It is important not only that the partners establishing the programs express their vision and support of that vision. Those responsible for implementing the program must also be equipped with a truthful set of commitments as to what the program will consist of—commitments supported all the way to the top of their organizations.

B. SERVING STUDENTS WELL

These programs serve a variety of student constituencies, from low-income students in local schools who are good students but whose families lack the financial resources and understanding of the college application and preparation process, to students with multiple problems who are seriously at risk of dropping out of high school. Yet in establishing and maintaining their programs, the structures and the services that the partnerships offer to students contain many common elements. Many of these same elements are employed in programs throughout the country as critical factors for success in increasing the educational achievement of low-income students.

Serve Students, Not Institutions. The partnerships' benefits to low-income youth accrue from a melding of the common interests and different

strengths of the community organization and the college. It is important that no one institution owns or runs the program exclusively, but that both entities offer their strengths to the partnership based on the needs of the students. Programs should be community-based and remain flexible to adapt to the needs of local students.

Exposure to the college environment is a crucial aspect of meeting the identified needs of the students; increasing their motivation and skill levels is the centerpiece. Where, and how, different services are offered—and who is involved in providing them—should be determined by examining the most appropriate context in which to provide those services for the students. The academic enrichment program of Marymount Manhattan College and the Settlement College Readiness Program aims specifically to increase the college-going rates of low-income students by improving their achievement and test scores—including performance on New York State's Regents Examinations—in the critical academic areas of mathematics and science. Coursework and laboratories are offered on the college campus and provided by college faculty. Tutoring, mentoring, and assistance in addressing personal factors affecting academic achievement are provided to students through programs and facilities of the Settlement College Readiness Program. The approach was developed based on two factors: the long-term relationship of Marymount Manhattan and Settlement College Readiness in serving students in the community, and the understanding of where their respective resources and strengths could be put to best use.

Create Strong Academic Support Programs with High Standards. Located outside of the students' formal education system, College/Community Partnership Programs can serve as a bridge to improving the educational goals and performance of students who are not doing well in school. The experience of the 16 sites—not unlike the experience of high-performing schools located in low-income communities throughout the country—has been that the key to achieving that result is to reinforce the value of education as the focus of students' involvement in the program, and to set and help students attain high standards in their academic work. The academic support program of Bellarmine College and the Lincoln Foundation, for example, is based deliberately on a rigorous college preparatory program designed to bring the students beyond the skill attainment of the previous year's schooling so that they are well equipped for the academics they will confront in the coming year.

One partnership discovered that it initially set standards too low and placed too much emphasis on social and recreational activities in acclimating students to the college environment. When some of those students eventually enrolled at the college, they found that they were not well enough prepared for college-level work. The program was revamped to increase its academic rigor, a challenge that students not only met but appreciated.

Hold Students Accountable. The corollary to setting high standards is making the students themselves responsible for achieving them. Requiring this sense of personal responsibility is an important aspect of building the life skills students will need to attend college. In the words of one observer: "They love to come and show you their report card when they do well. By the same token, when they come and they haven't done well, they don't want to face me, because I tell them, 'You know, I got to fuss, I must.' What I tell them is not just that I'm fussing, but 'You're good enough to do better than this.' We have an expectation, the staff and the community, we have the expectation."

Students in the Cambridge Housing Authority Work Force Program (in partnership with Lesley College) are expected to attend regularly to participate in practice work and peer situations, and to meet standards for their personal and academic development. The program includes sanctions if they do not. Many of the students and family members in College/Community Partnership Programs sign contracts that outline the expectations for their participation in the program.

Serve the Same Students Over Time. To really get to know students and address their needs as individuals, some effective programs focus on a particular group of students in a particular grade and follow them over a five- or six-year period of

time. Augsburg College and the Larry Brown Youth Education Corporation begin with students in the first grade and work with them through the sixth grade of their elementary school years. The close, ongoing involvement with the students allows the program to work carefully with teachers to monitor students' progress and to provide the additional strategies and support to raise students' achievement. The college has also established annual scholarships for the students to encourage them to stay at Banneker School (where the program is located), and is making scholarships to the college available to them upon completing high school and qualifying for admission to Augsburg.

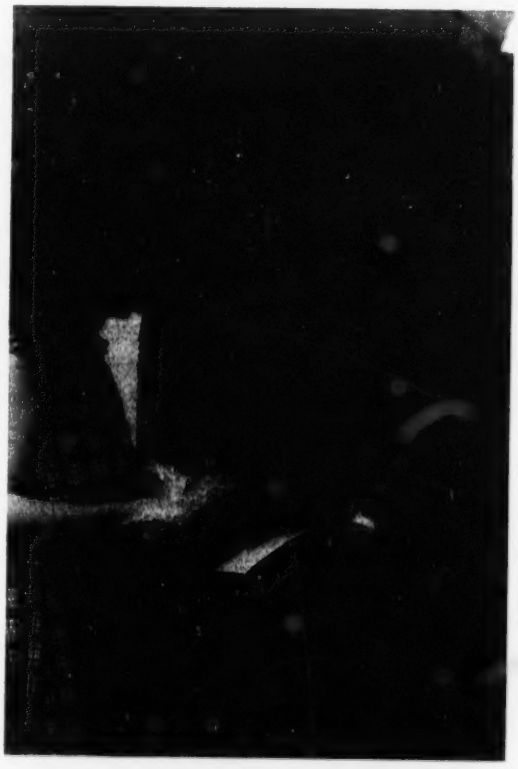
Beaver College and Leeds Middle School in Philadelphia work with students in the ninth through twelve grades and also conduct follow-up in college. Information from students in college is used to improve program content and operations. Program students who enroll at Beaver get scholarships covering 50 to 75 percent of tuition in addition to the help from the community.

Use Multiple Strategies for Building Students' Skills. Academic support programs should be multifaceted. Components might include academic tutoring or mentoring by adults and real-world explorations of content to give students exposure to a universe they have never seen. Many successful programs include visits to theaters and arts centers, in addition to the college campus itself, to acclimate children to an even broader world of experiences and ideas. The Saint Peter's College/Monumental Baptist Church and College Preparatory Incentive Program partnership not only connects students to other programs and resources in the community, but also to other colleges and communities throughout the country. The partnership organizes group trips to colleges and universities throughout the eastern United States and sponsors expeditions to communities of interest to expand students' knowledge of the country's history and culture as well as their own heritage.

Other program components might include peer group development, conflict resolution, and positive reinforcement all focusing on student needs beyond academics. The Fresno Pacific University/Roosevelt High School partnership places an emphasis on the interaction and involvement of mentors with the students' families of the students. The Cambridge Housing Authority's Work Force Program, with Lesley College, offers work-related behavior and skills development, including study skills and peer/employer relations, so that students can succeed in employment.

In addition, many of the programs have components to build students' study and test-taking skills, and to support their cultural backgrounds and interests. The program of Mount Holyoke and Hampshire Colleges and the Latino Scholarship Fund, for example, has formed a Latino Scholars Club, where students get together not only to receive tutoring assistance and to meet with mentors, but also to enjoy seminars about Latino poets, produce a newspaper, and plan and organize informational trips and scholarship fund activities.

Provide a Variety of Interventions and Entry Points. Low-income students have multiple needs and are often members of highly mobile families. To address the multiple needs, it is necessary not only that programs approach the goal of increasing



educational achievement through a comprehensive set of strategies. They must also be set up to call upon additional resources in the community when students have other needs that the program cannot meet. Students' mobility can affect the stability of the entire group—and therefore it can also affect the stability of the program itself. It is important, as a result, that programs have a number of entry points for students to come into the programs, or close affiliation with related programs and services in the community where students can be served.

Mentoring Is a Key Component in Ensuring the Success of Students. There is almost universal agreement among the College/Community Partnerships that mentoring is the most important strategy (beyond academic skills instruction) for increasing students' achievement and aspirations for postsecondary education. Equally important is the conviction that mentors must be trained and monitored in their work with students. Mentoring by college students, faculty, and staff provides students with important insights and connections to the college community. Mentoring by community members offers an important base of ongoing, accessible support for their efforts.

The program of Mount Saint Mary's College and James Garfield High School includes student ambassadors from the college who mentor students year-round on campus and in the community, in addition to involving students in a summer academic improvement program. The student ambassadors are trained by the college to tutor students and to provide college information and application assistance. Community members associated with the Garfield High School Dollars for Scholars Foundation provide additional mentoring of students. They follow up on students' progress in school, encourage them in finding postsecondary education and financial aid opportunities, and maintain contact and support once students matriculate to college.

College Awareness and Experience. College involvement is another critical aspect in the success of students involved in College/Community Partnership Programs. By bringing students and their families to college campuses, the programs help demystify the college environment; they communicate that college is possible and that there are valuable resources at the college and in the community to help get students the knowledge and skills they need to succeed. Because of the crucial role colleges can play in the effort, campuses must be committed and ready to work with young people in meaningful ways on a regular basis. The programs should also give parents and guardians the chance to participate in the college environment. College/Community Partnership Programs give parents opportunities to spend time on campus through awards ceremonies and special events; through information sessions on testing, college applications, and financial aid; and through parenting seminars.

In addition, Utica College of Syracuse University offers parents educational opportunities at the college. Parents of students in the program may enroll in one free course at the college for every year their students are participating in the program.

Include Experience with Computers and Other Technologies in Academic Programs. Most low-income students do not have regular access to computers and other advanced technologies that will be necessary to their success in college and the high-technology workplace. Frequently, schools and community organizations in high poverty areas are also not equipped to offer students regular use of computers and other technologies. The involvement of colleges and universities in partnership programs offers low-income students unique opportunities to overcome this lack of exposure. Campuses should arrange access to facilities and computer equipment to give students opportunities to work on school assignments and to receive assistance on assignments from, and to communicate with, their tutors and mentors.

Involve the Members of the Community. In order to raise student aspirations to attend college, it is important that we increase community involvement and support for students' increased educational achievement. When young people see members of the community involved in a program, they are more inclined to be motivated to participate. In the College/Community Partnership Program, Dollars for Scholars Foundations offer a direct course for community involvement in

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support of students' educations. Family and community members participate in the management of the foundation and fund-raising events to support students' postsecondary educations.

A high level of community recognition of the value of educational achievement and postsecondary education translates into higher expectations of students and support for the need to increase community resources to help improve students' educational attainment.

Involve Students in Community Service Activities. A number of the College/Community Partnership Programs involve students in organized community service activities. Students' sense of their personal efficacy, and their relationship to their community, is deepened by their own involvement in community service. Community service is also inherently an educational activity.

Students in the Presbyterian College and Laurens County Chamber of Commerce CHAMPS program each summer offer their services to a community project, such as a public park clean-up or other organized event. These service opportunities are preceded by an educational program offered by the local organization receiving the students' assistance. A service program to mark storm drains to reduce run-off of pollutants into the community water supply, for example, followed an educational demonstration by the public works department about the sources and uses of the water in the community, conservation, and strategies to protect water quality.

Students who participate in the Connecticut College/Centro de la Communidad Camp Rotary summer program offer read-aloud sessions to younger children in the community. Their reading sessions follow group activity with instructors in selecting and practicing the readings.

The Dollars for Scholars Foundations themselves offer students the opportunity to participate in community activities to support their educations and those of other students. Students in some of the programs organize sports competitions, car washes, festivals, and similar activities alongside adult community volunteers, all to raise money for local scholarships.

C. INVOLVING THE COMMUNITY

Helping low-income students pursue postsecondary education requires community awareness and support. Much of the lower personal aspiration of low-income students comes from a lack of community belief and involvement in the possibility—and at times recognition of the value—of their obtaining postsecondary education. An essential component of the College/Community Partnerships' approach to raising student achievement was to enable the community to visibly demonstrate its support for education and students' postsecondary interests and pursuits. Partnerships engaged a number of strategies to increase community awareness and support, and to continuously broaden community involvement.

Connect the Community to the College and the College to the Community. Many low-income community members lack a relationship to colleges and an understanding of the college environment; thus, they lack the information and experience that indicate it is possible for low-income students to attend college. Each of the College/Community Partnership Programs addressed this problem directly by involving the student participants—and frequently their parents, guardians, and other members of the community—in major program activities on the college campus. Campuses were the chief sites of academic support programs, college information seminars, awards ceremonies, and some family education and support activities. Faculty, staff, and students from the colleges also went to community organizations, schools, housing developments, and even informal social gatherings to provide tutoring and mentoring for students and college information for parents and guardians; to plan program activities; and just to spend time learning more about each other.

Make the Scholarship Foundation a Focus of Community Action. Community-based scholarship foundations can serve as a powerful base to build community support for students and to motivate students. The scholarship program is a magnet for volunteers and fund raising, because of the way it can build excitement and momentum for a program that is of direct benefit to local students.

Dollars for Scholars, a nationally recognized organization of local 501(c)(3) scholarship foundations, provides legitimacy and clout for the program within the local business community. Dollars for Scholars Foundations attract local business donations and involve business leaders as foundation board members, participants in public events, and supporters of an organization of engaged community members.

Perhaps more important, Dollars for Scholars offers a means of broadening direct community involvement in increasing opportunities for students. Through community-based fund-raising activities, Dollars for Scholars Foundations raise the visibility of the program, highlight its importance for students, and provide a tangible vehicle for individual community members to take action on behalf of youth.

A goal of the College/Community Partnership Program was to increase the scope of the community involved actively in supporting students by continuously expanding the sectors of the community involved in Dollars for Scholars activities. The Presbyterian College/Laurens County Chamber of Commerce Dollars for Scholars Foundation was established and initially led by members of those organizations. While the college and the chamber maintain active involvement, the leadership of the Dollars for Scholars Foundation is now provided by parents and guardians of the students involved in the program as well as other community members. All of these community members work actively to involve others in Dollars for Scholars and other program functions. The partnership has created a Dollars for Scholars Foundation that in turn has led to a high level of community involvement in education and advocacy for students where little involvement previously existed.

Residents of the Wil/Low Housing Authority developments have from the beginning been involved in the leadership of their foundations in Wilkes and Lowndes Counties in Alabama. As with many of the College/Community Partnerships, the Wil/Low Dollars for Scholars chapter has expanded its activities to include public information and awareness about higher education and financial aid in addition to fund raising for scholarships.

Network and Create Linkages to Other Community Resources. Other programs serving youth can provide requisite supplementary services and also participate in sharing the costs of resources necessary to operate the program, such as facilities, equipment, and transportation for students and volunteers. Business groups, local institutions, and community groups can provide tangible resources for the programs, such as financing, donations and/or use of equipment and services, and volunteers to provide tutoring and mentoring for students. Networking among other organizations in the community raises the visibility of the program and creates opportunities for increased community involvement and support.

The Latino Scholarship Fund program in Holyoke, Massachusetts, has purposefully sought to reduce strain and waste of resources by reaching out to community organizations to share transportation and equipment. Taking advantage of the Five Colleges' resources in the surrounding area, the involvement of Mount Holyoke College has been expanded to include the participation of Hampshire and Smith College students and faculty as mentors, tutors, and advisors to the program.

Representatives of Connecticut College and Centro de la Communidad are involved in regularly scheduled meetings with a group of community organizations in New London to identify new opportunities for students and to delineate roles, responsibilities, and resources they can provide to community members and each others' programs and services. Their cooperation has resulted in increased opportunities for students and families to be involved in activities on the college campus, and in the opening of facilities and supplies of financial and additional resources for the program by churches and other groups in the community.

Use Public Involvement and Public Relations Activities to Spread Knowledge of the Program to a Broad Base of the Community. Building broader support for students within their own communities was also an explicit goal of the College/Community Partnership Program. Most often, the community organizations made the initial connections to the communities of the students both to establish the credibility of the partnerships and to recruit

students to participate in the programs. Public relations activities were used to build a broader base of public interest and support.

To expand community support for the program, most College/Community Partnership Programs found that publicity for the program was important. Colleges in particular worked with local news outlets to place stories about the program in newspapers and on local radio and television. Directed publicity—flyers, program brochures—was distributed to community centers, retail outlets, neighborhood organizations, and more to reach students, families, and other key audiences in communities. One director of the Heritage College/Yakima Valley Farm Workers Clinic program hosts a regular, local Spanish-language radio program to discuss educational needs and options for students in the community.

Efforts of Dollars for Scholars Foundations to increase community support for students' educations often deliberately include activities that will be highly visible in their communities. The Wapato/Toppenish Dollars for Scholars Foundation of the Heritage College/Yakima Valley Farm Workers' Clinic is currently collecting a million pennies in the community to build an endowment for scholarships. Parents and guardians of students in the 21st Century Scholars Program, in partnership with Marian College, run a highly organized series of meetings and events to administer the foundation and raise money for scholarships. By doing so, these family members serve as vocal advocates for improving the quality of education in their community.

Connect Community Resources with Student Interests. Students involved in the programs have a wide range of interests, many of which can be tapped to bring in awareness of and involvement in the program from a wide range of resources in the community. Performances by community members and groups; demonstrations of arts, employment, scientific, public works, and other situations and projects; public information campaigns; and many other community resources will enrich students' experiences in the programs. Calling upon these individuals and resources broadens the sector of the community engaged in and supportive of the program.

Develop a Cadre of Well-Connected and Well-Trained Volunteers. Having a broad base of volunteers from a variety of backgrounds allows the program to offer "that little extra piece of humanness and personal touch that the school district just can't offer," notes one observer. Involve community members by providing them with responsibility for aspects of the programs. Retired educators can be a primary source in setting up programs that help students broaden their horizons. Organized community groups and social and religious organizations are an important source of volunteers.

Effective programs work to see that volunteers are broadly representative of the community. It is important to have point people for the program from various organizations and sectors of the community and to develop personal relationships with people in community groups who can make program activities happen.

Volunteer training is a key aspect of effective programs. It is important that volunteers understand the vision and operations of the program, their roles and responsibilities, and the expectations for their interactions with students, program staff, and other volunteers. Training offers volunteers another opportunity for active engagement in program activities; many of the College/Community Partnerships involve volunteers in training and mentoring others in their roles in program activities and management.

Connect Community Members as Mentors, and as Providers and Recipients of Community Service Opportunities for Students. Community members, local business, government, and community organization employees, and college students can be among the most effective mentors of youth pursuing postsecondary educational opportunities. Many of the Dollars for Scholars Foundations instituted a program in which community volunteers were organized and trained to serve as mentors for individual students. Although sometimes involved in tutoring and other activities to help students build their academic skills, the community mentors chiefly help students build the confidence and experience they need to pursue postsecondary education. Frequently included in

the experience of the mentors are opportunities to gather with other mentors and their students as a group, both for organized programs and to build upon each others' interests.

Mentors from business, government, and community organizations introduce students to the world of careers by sharing their experiences. They can also help involve students in community service by connecting them to opportunities in their organizations. In their final year in the CHAMPS program, students participating in both the Presbyterian College/Laurens County Chamber of Commerce partnership and the Fresno Pacific University/Roosevelt High School partnership were assigned to internships in businesses and organizations throughout their communities. Students in the Latino Scholarship Fund were connected to community service opportunities in their area.

College student mentors open the possibility and experience of higher education to pre-college students. Almost all of the College/Community Partnerships involve college students in coaching, tutoring, or sharing experiences on campus or in the community with pre-college students in the programs. Many college student mentors have been previous participants in the program, or in similar programs, in their own communities. In the residential college setting, however, mentoring programs involving college students must be organized to ensure that the mentoring needs of the pre-college students in the program are met beyond the limitations of the college students' schedules and period of residence in the community.

Involve Businesses and Community Organizations as Employers of Students. Mentoring of students can also be extended to actual paid employment situations. As part of its curriculum, the Cambridge Housing Authority Work Force Program actively trains students for employment and places them in jobs at the sites of employers who have been identified, organized, and trained by the program to serve as employer mentors for the students. Employers report back to program staff on a regular basis and work as part of a team to ensure that students are obtaining the skills and understand the standard of behavior required for successful employment.

Make Involvement Attractive and Convenient. For community members, getting involved in programs for youth requires time and dedication. Wherever possible, especially for group activities and when recruiting new community members to

participate in youth programs, make the effort to meet community members within their own areas and organizations, and to use their own language.

Extend Volunteer and Educational Opportunities to Students' Families. Among the most vocal advocates for these programs, families can become engaged in the programs as service providers in addition to recipients. Beyond involvement in scholarship fund raising, family members can help to organize and supervise program activities, trips, and other events, and help to communicate information about the program in the community.

The involvement of their children in a College/Community Partnership encourages a number of parents and guardians to return to school and college to complete their own educations. Programs should be prepared to meet this need; a few of the colleges involved in the College/Community Partnership Program have now extended scholarship and educational opportunities to the parents and guardians of students involved in the programs.

Involve a Broad Base of College Faculty and Staff in Program Activities. No intentional community involved in supporting the educational pursuits of low-income college students has been assembled without directly involving a significant number of faculty and staff from the college in the effort. In the experience of the College/Community Partnership Program, college faculty and staff involvement was initially limited largely to individuals appointed to work on the program by the college's president or director of the program. Experience also demonstrated that college faculty and staff involvement could be broadened through a number of strategies.

College faculty and staff have important knowledge and resources to offer the students in the program. Faculty were engaged in designing curricula and instructional strategies and in some course instruction. Faculty participation was broadened by inviting faculty to participate in the program as special lecturers and in providing educational demonstrations. Following these experiences, increased numbers of faculty recognized the value of the programs and became more regularly engaged with program activities and as mentors to students.

College staff have numerous resources to offer students, even beyond what is immediately apparent. Admissions officers provided admissions and financial aid programs and information to students, parents, and guardians. College community outreach officers and communications officials, respectively, helped to design and implement the logistics of the programs, and to publicize the program in the communities.

By holding activities on campuses, these programs encourage the involvement of college staff who might otherwise be untouched by the program (and the students). Librarians guide students in use of the libraries and reference materials, and help students in developing their study skills. Coaches help to design and provide recreational opportunities for students using campus sports facilities. Cafeteria staff plan and serve the students their meals. Facilities staff arrange the necessary space and equipment for program activities.

Through their involvement, increased numbers of college faculty and staff took interest in the programs—and particularly in the students—and offered additional time for developing program curricula and activities, providing information and services to the programs, and mentoring students. Some colleges have been profoundly affected by their involvement in the program. The experience of working with the students at Bellarmine College has led to a direct link between the college's undergraduate community service requirement and the students involved in the program. More significantly, the experience of working with the students has caused some Bellarmine faculty to rethink how they teach, and to redesign their introductory undergraduate curricula and teaching methods to be more effective for entering students. The program also gave faculty insights into better ways to prepare teacher education students for their future roles as K-12 teachers.

Participation in the College/Community Partnership Program does have an impact on increasing college faculty and staff involvement in the educational pursuits of low-income youth. To broaden their overall commitment to improving the educational attainment of youth, however,

colleges and universities will have to address directly the ways their missions and policies encourage or discourage wider contributions to education and to our society. Among the most important of these policies is the faculty roles-and-rewards system, which at most colleges still does not place significant value on faculty contributions to the broader community and to improving the education of students.

D. SUSTAINING THE PARTNERSHIP AND THE PROGRAM

To continue to be of value to the community, programs require stable leadership, resources, and commitment of key partners. In the words of one college official: "Leaders will come and go. But schools, community, the churches, and the college will remain. It has to be part of the ongoing institutional feature and focus of each program to be prepared for changes in funding and leadership." In other words, by keeping the vision of the initiative alive, people will continue to provide support for the program.

How can projects be braced for sudden changes in leadership and funding so that they do not disappear or go back to the initial phases of development when founders and funders find new interests? How do partnerships maintain the involvement and interest of the community and the quality of their services to students and their families?

College/Community Partnership Programs have addressed this problem comprehensively, by designing programs to be stable, to reinforce leadership at all levels, and to draw support from multiple sources in the community.

Seek a Broad Base of Support. Whether the result of a broad coalition of founders or built from the sheer initiative of a single benefactor, programs must constantly work to broaden their base of support to include public school officials, local businesses and foundations, faculty, parents, the media, and other community members. Even on campus, support must constantly be broadened to include not just the president's office but the public relations and development office and the faculty departments as well. Outreach can include faculty and student presentations, media briefings, campus visits and demonstrations, etc. These efforts can help change thinking in local communities to draw attention to the value that funds for youth programs have; when funds are cut, they affect real people and eliminate important services that address real needs.

Build Leadership at All Levels. Successful programs build in valuable ways to participate at all levels of the program and develop leadership among staff, community volunteers, and students.

Effective programs plan from the start for changes in program content, staff responsibilities, and leadership. Essential to maintaining continuity is ensuring that all program contributors are schooled in the vision and operations—and purposes for the structure of the operations—as a matter of course. Consciousness of the durability of the program and the need to maintain continuity are built into the daily process of operating the program.

Community volunteers and students are encouraged continually to take on more responsible roles as administrators and advocates for the programs, and to encourage additional community members to become involved in the program. Students with the opportunity to take on progressively more responsible roles want to be role models for others and, frequently, to give back what they can to the program and the community. Many even want to learn about the kind of education it takes to be a leader of a community program, reinforcing the message about the value of achievement and schooling.

Provide Ongoing Training. Make sure that key individuals involved in the program have the opportunity to develop their professional, leadership, and management skills, and give particular attention to the ongoing development of new leaders for the program. Training opportunities should include both of the following: group development of individuals with key roles in program management; and opportunities for program staff and volunteers to learn and share experiences with program staff working with low-income youth from other communities, both regionally and nationally.

An important goal of training is to ensure that new staff members and volunteers share the vision

and understanding of the purpose and operations of the critical mission and services of the program. Leaders of College/Community Partnership Programs also underscore the contribution that ongoing training can make in reinvigorating the staff. Because their work is critical to the lives of students, it is therefore challenging and often exhausting. Training provides an often-overworked staff with new resources, new ideas, a renewed sense of conviction about the importance of their work, and renewed energy for helping students and their families.

Seek Continuous Improvement. Participants in the programs noted that they operate the partnerships with limited resources and with minimal opportunity for planning. Therefore, they could benefit from more cross-site conversations, information sharing, and cooperative goal setting and development. The efforts, they say, can be strengthened by communicating better with partner groups, young people, and the community, and by continually focusing on upgrading the academic components of their efforts.

Successful partnerships hold regular meetings for two vital purposes: to examine student progress and the effectiveness of the programs in helping students; and to identify, and seek solutions to, problems in program operations and in partnership responsibilities and communications.

Consider Nontraditional Funding Sources. A great vision, the resources of colleges and community organizations, and the hard work and high hopes of officials and staff from community organizations, colleges and volunteers throughout the community are unfortunately not sufficient to keep partnership programs running financially. Even the most successful College/Community Partnership Programs experience the strain of being constantly in search of new resources, and often for some of the most mundane aspects of program operations, such as transportation and meals for students. Where they are able to find new funding sources, partnerships for low-income youth are often required to conform to new funding restrictions or mandates that make it difficult to serve all of the purposes of their programs consistently.

Resource sharing with other community organizations offers one means of additional program support already identified. Many programs have also identified non-traditional resources and renewable support of local businesses so that they are not facing constant competition for dollars. The provision of meals, for example, offers a highly visible means for a local merchant to provide program support. Collecting resources and equipment for programs also provides means for local businesses, service clubs, media outlets, and other community groups to participate in helping youth pursue college.

Expansion of community awareness and support of the program can lead to new sources of funding. Community service clubs, social groups, churches, individual community members, and other sources in communities have contributed support to partnership programs.

Resources for low-income youth programs, however, are a continuing problem throughout our society and will remain so until there is a louder public voice demanding greater resources for low-income youth. Programs like the College/Community Partnership Program, which attempt to involve a broad sector of the community, can set the standard for public advocacy for youth among a growing constituency with the potential to lead to greater public and private support.

Hold Each Other Accountable. The focus of accountability should include ensuring that money is well spent and that partners do what they say they will do. But programs also need to be accountable to young people. Operating agreements between the partners provide a basis for accountability for the partnerships' operations. Evaluations of program outcomes and activities are used to determine whether, and how, the programs are benefitting students.

Bring in Experts When Needed. Organizations need to know when they need help and seek to get it. College/Community Partnerships have called in outside experts to offer training, develop curricula, provide programs for students and parents, evaluate programs, and advise on fund raising strategies. External resources contribute to the partnership by providing an outside view of partnership activities, fresh perspectives on program operations, and new

knowledge on which the partnerships can build programs and improve their organizations.

Keep Good Records. The structure a partnership takes and the design and content of its services and programs for students have been created to suit specific purposes and refined to achieve improved results based on experiences. It is important that new staff, volunteers, and other contributors to the program understand the history of the program's development in order to contribute productively to its future. One method to ensure that the continuity of the program is based on informed experience is to keep good records of the program's developments, adjustments, activities, and outcomes. The better the record, the easier it will be to expand the organization or to improve upon or repeat an activity, program, or event.

Effective fund raising, another basis upon which to ensure the longevity of the partnership program, also depends upon maintaining good records of program developments and achievements. Information about program history, about student successes, about the community groups and volunteers involved, and about program management—especially financial management—is essential to making the case to prospective funders and new partners.

Conduct Ongoing Planning and Evaluation. All of the College/Community Partnerships participated in a formal, external evaluation at the end of the first three years of the program. The experience underscored the importance of collecting information regularly about the effectiveness of their programs for students, staff, community volunteers, the college, community organizations, and within the broader community itself.

Partnership programs use a variety of instruments and methods to collect information about their programs and evaluate their effectiveness. This information is used to plan for successive years of the program, for new services, for changes in program content, and to restructure program operations.

Therefore, at the most basic level, ongoing evaluation is a very important part of program development and implementation. Collecting baseline data on the students and their achievement levels is a critical first step in the evaluation process, one that provides a foundation on which to build program evaluation strategy.

Connect the Program and Program Staff to Organizations Involved in the Support of Low-Income Youth Regionally and Nationwide. Helping low-income students pursue greater opportunities, and managing collaborative programs between colleges and community groups, is hard work. Opportunities for staff and volunteers at all levels to build new skills, renew areas of knowledge, and share experiences with others undertaking similar work in other communities are essential to maintaining an energized, engaged program staff and corps of volunteers.

National organizations that provide relevant programs include the Education Trust, the Public Education Network, Cities in Schools, and the National Association of Partners in Education (NAPE).

Other words of wisdom from the field are self-evident but worth repeating. To maintain energy and interest in working and advocating for improved opportunities for youth, staff and volunteers benefit from constant encouragement:

Remain passionate.

Learn to say thanks often.

III. Recommendations for Policy

The value of college-community partnership programs can be seen at several different levels:

For ***communities***, these programs extend traditional services to include an educational component and motivation for college that otherwise are not available to disadvantaged students. "We have wonderful social and public services in Minnesota, but we have to start developing the understanding that there is a need for education," noted one observer. College/Community Partnership Programs also provide a framework, a process, and critical start-up resources to turn good intentions into an effective plan of action. They help traditional service providers, such as religious institutions, add an educational dimension into their mission, seeing how they can help contribute toward a better world by beginning in their own backyards.

For ***colleges***, these programs offer new ways to be a more active component of the local community and to keep student aspirations for college alive. Too many students track themselves out of the courses they need for college before they have even had a chance to think about the possibility or to understand how college might be important in their lives. The partnership programs bring students to campus and expose faculty and students directly to an important youth resource in their community. They give colleges a starting place to develop more effective relations with community organizations. They can also create a common ground and a common stimulus for town and gown to work together.

For ***students***, these programs reclaim aspirations to reshape and recalibrate their goals to the possibilities of further learning and careers, and provide scholarship information and money that make college a real possibility. These programs provide a resource—and hope—to their families and communities through direct connections to an important yet previously less available local higher education institution, and through that institution's other constituencies—college students and faculty.

For large-scale implementation to flourish, extra-school programs for low-income students need additional support and more comprehensive strategies. Following are suggestions for policymakers interested in providing large-scale support for these programs.

Guidelines for Providing Large-Scale Support to College/Community Partnerships

DO	DON'T
Make sure the programs are comprehensive and address multiple needs of students. Programs should include several key elements: 1. A scholarship and financial aid component to raise the awareness that funding college is a possibility for students. 2. Academic enrichment and support, through Saturday academies, on-campus programs, tutoring, active learning experiences, literacy programs, expanding activities in the arts, and taking advantage of cultural agencies. 3. College awareness, through college visits and information about college. 4. Community service component, to encourage young people to gain experience in mentoring and tutoring other young people and considering careers in teaching and other public service professions.	Offer single focus programs to address the complexity of enhancing student motivation for learning. Academic enrichment, scholarship development, college awareness, and opportunities for active engagement in the community must go hand in hand.
Encourage community involvement by supporting town meetings and communications efforts around what can be done to create more opportunities for young people to gain experience in these areas.	Overlook the need to provide large-scale community events and efforts to get the word out to the public about what these programs do and can accomplish.
Start small and then expand programs to serve increasingly larger groups of students. Provide an initial opportunity for planning and partnership development rather than launching programs through grants that are too large. The challenge of these programs is not to provide all the capital at once but to help communities build the infrastructure necessary to become collaborative in tapping local resources. The College/Community Partnership Program indicates that ensuring that small amounts of money are well targeted is more valuable in establishing programs than providing large amounts of money in the wrong places.	Provide large-scale grants immediately for communities. Too large an influx of dollars too early creates a political fight for control over dollars, limits the incentives for much needed infrastructure development, and creates management problems.

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Guidelines (continued)

DO	DON'T
Center some support and funding around higher education institutions that need to be a focal point for young people and to work with community agencies with which they previously have not had much opportunity to collaborate.	Throw money into a community and force collaboration amongst competing or incompatible groups.
Provide money to leverage local change for ongoing programs to strengthen and benefit local community agencies seeking new ways to serve the communities in which they have been involved for years.	Develop onerous mandates. Too many restrictions on programs limit their flexibility to develop unique community resources and to most effectively meet the range of students' needs.
Provide money for basic program functions and overhead for operations, such as meals, transportation, and equipment and supplies for students, and clerical support for program administrators. These can be difficult dollars to find, but without this funding, programs can find it impossible to continue to operate.	
Connect the program to other initiatives that encourage more people to aspire to and go to college, such as loan-forgiveness programs and efforts to draw more young people into teaching and the sciences.	

How can these small programs be replicated on a large scale and gain the recognition and support they need to thrive?

➢ Provide ongoing dollars to communities to encourage development of scholarship and after-school programs.

➢ Research and fund effective national organizations to help provide technical assistance to communities and to bring together program providers regionally and nationally to share their knowledge and experiences.

➢ Encourage research on programs that are effective and strategies that raise student motivation and college awareness.

➢ Create with the private sector an awards program recognizing communities that establish model programs and have high levels of public involvement.

➢ Publish guides and materials that suggest how these programs can work.

➢ Develop model policies for states and communities to expand extra-school enrichment programs and provide funding for these programs.

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Appendix A
Descriptions of Individual College/Community Partnerships

Augsburg College/ Larry Brown Youth Education Corporation

The Augsburg College/Larry Brown Youth Education Corporation academic support program provides services to approximately 34 first- through sixth-grade students at Banneker Elementary School. The students are called Lab scholars. The program is designed to improve basic academic skills of students who are identified as needing additional academic support. Since the inception of the program, the students' test scores have significantly increased. The Larry Brown Youth Education Corporation has also played a major role in helping to establish and develop the Dollars for Scholars chapter, which has begun to raise scholarship funds. The Dollars for Scholars chapter has played a major role in securing a formal commitment from Augsburg College to the academic achievement of the Lab scholars, and to the partnership in general. In an effort to demonstrate its commitment, Augsburg College will offer an annual $1,000 scholarship ($8,000 total) for every year a Lab scholar attends Banneker School. Plans are also being made to have Augsburg College match any additional scholarship funds students receive if the student attends Augsburg College.

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Beaver College/ Morris E. Leeds Middle School

The Beaver College/Morris E. Leeds Middle School partnership currently serves approximately 40 students (GIFTS Scholars) in grades nine through twelve. The academic support component consists of a Summer Enrichment Program for GIFTS Scholars. Students work to improve skills in critical thinking and problem solving, reading, math, writing, and communication. Mentoring by college students, teachers, and community members is a component of the support, development, and transition of the GIFTS Scholars to college. Students receive scholarships covering 50 to 75 percent of their tuition and fees if they choose to attend Beaver College. The Dollars for Scholars chapter continues to build significant community involvement and has increased its annual scholarship awards. The annual awards ceremony, held at Beaver College, includes the honorees, families, teachers, board members, college faculty, and staff. The GIFTS Scholars Parent Association of the Dollars for Scholars chapter has generated great interest among the families of the GIFTS Scholars and resulted in increases in parental involvement. With a goal of developing a stronger partnership between the parents and Beaver College for the purpose of supporting pre-college student success, the Parent Association has developed Parent Workshops. The college supports the workshops by having its faculty provide information relevant to the higher education experience.

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Bellarmine College/ The Lincoln Foundation

The Bellarmine College/The Lincoln Foundation partnership serves approximately 300 students selected as Whitney M. YOUNG Scholars, grades seven through twelve, who are characterized as academically talented but socioeconomically at-risk. From a pool of approximately 100 to 200 students, 50 students are selected into the program each year as others move on to higher education. The partnership provides a comprehensive, multi-dimensional educational program that is truly supported by committed staff and leadership from both organizations. The primary components of academic support are a two-week Summer Institute and year-long Saturday Educational Clinics, both held on Bellarmine's campus. During the Summer Institute, in which the first-year Scholars are in residence at the college, Bellarmine provides all rooms and facilities, as well as part of the food, as "in-kind" contributions to the partnership. Another component of the program provides Parental Institutes for parents and guardians of the Whitney M. YOUNG Scholars on one Saturday of each month. The Dollars for Scholars chapter, a grass-roots, parent-led fund-raising enterprise, has raised a substantial amount of funds and has intentions to establish a sizable endowment. Currently, 89 underclassmen have scholarships in escrow—which they will receive upon graduation and matriculation into an institution of postsecondary education. In addition, students have been eligible for endowment-funded support through the Lincoln Foundation.

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Connecticut College/ Centro de la Communidad

The Connecticut College/Centro de la Communidad partnership provides an academic and recreational program to increase and foster academic and citizenship skills of middle-school students. During the academic year, students participate in tutorials and after-school mentoring programs on the college campus and at the Centro office. The partnership also helps conduct a four-week summer Camp Rotary Program, in which 50 middle-school students between the ages of 10 and 14 work on reading and writing skills, participate in hands-on interactive learning, and take a variety of educational field trips. Students also participate in various recreational activities on the college campus, such as swimming and dance lessons, as well as sports. Twice a week the Camp Rotary staff and students prepare and offer read-aloud activities for 4- and 5-year-old children enrolled in the New London, Connecticut, summer Recreation Department's Park Program as a community service component of the program. The partnership has also increased its support for students and the program by creating linkages with various community agencies and programs, including Alliance for Youth, Big Brothers/Big Sisters, Citizens Forum for Achieving Results, College Summit, The America Project Partnership, The Rotary Club of New London, Shiloh Baptist Church, and many others. The Dollars for Scholars chapter has increased its organizational capacity, identified access to new resources to enhance its fund raising efforts, and increased its overall board participation. In addition, the chapter provides financial aid workshops for the Camp Rotary participants and their parents/guardians.

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Fresno Pacific University/ Roosevelt High School Education Corporation

The Fresno Pacific University/Roosevelt High School Education Corporation has developed a rigorous academic curriculum, based on the Presbyterian College/Laurens County Chamber of Commerce CHAMPS (Community Helping, Assisting, Motivating Promising Students) model. In fact, the partnership also adopted the name CHAMPS. The curriculum is theoretically grounded and students are given the language and theory to talk about the reading and writing process in an effort to achieve optimal learning. Student mentor-tutors at Fresno Pacific provide academic support and also work to increase interaction and involvement with the parents/guardians of the mentees. Many of the students in the CHAMPS program are attendees of a two-week Learning Edge summer program. The Learning Edge program is an intensive reading, writing, and thinking skills development mini-course. The course curriculum is designed by Fresno Pacific University faculty and funded by Roosevelt Title I funding. The program involves more than 70 students, half of whom consistently apply for and become part of the CHAMPS program. The Learning Edge program assists with the development and academic preparation of students in the CHAMPS program. The Dollars for Scholars chapter has increased its volunteer support and fund raising capacity as well. As a result, the chapter has recently begun to hold local fund raising events to accumulate scholarship support for students in the CHAMPS program.

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Heritage College/ Yakima Valley Farm Workers Clinic

The Heritage College/Yakima Valley Farm Workers Clinic currently serves 26 to 30 students from two alternative high schools within the Wapato and Toppenish school districts. The partnership serves predominantly American Indian and Latino populations. Academic activities focus on college awareness and admissions, financial aid, and social and cultural realities. The program includes a mentoring program as well as participation from parents and guardians. The mentoring aspect of the program attempts to increase students' self-esteem and motivation to go to college. The increase in parental involvement has helped parents and guardians become more aware of the opportunities higher education has to offer their children. Through the Dollars for Scholars chapter, a strong group of community leaders, local educators, and college administrators has been built within Wapato and Toppenish. Increased involvement has been a key component to enhancing the chapter's fund-raising capacity and visibility within the two communities. Over the past two years, the chapter has conducted several fund-raising events, awarded over 17 scholarships, and began a scholarship endowment fund.

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Lesley College/ The Work Force Program

The Lesley College/The Work Force Program serves youth ages 13 to 19 who are residents in the Cambridge Housing Authority's (CHA) 12 housing developments. The youth involved commit to attending both introductory and intermediate levels of the Work Force Training Program. The program is offered after school to 91 youth at three separate CHA sites. Each of the sites has Homework Centers in which the students participate. A School Liaison from the Housing Authority coordinates the activities of the three sites, including oversight of activities at the Homework Centers. Lesley College faculty and staff are involved in developing curricula, evaluating program activities, and training program staff and students in skill and leadership development. The Dollars for Scholars chapter has raised over $3,000 from voluntary gift-giving through the Cambridge Housing Authority employee payroll deduction program, and consistently conducts annual fund-raising events. To date, the chapter has awarded over 14 scholarships. The chapter also established a memorial scholarship fund, in remembrance of the former director of the Work Force Program.

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Marian College/ 21st Century Scholars

The Marian College/21st Century Scholars program has two primary components. The first is the Summer Institute, in which eighth and eleventh graders are tutored in the areas of math, English, and science. All academic support services are provided by AmeriCorps (national service volunteers) members and Marian College faculty, staff, and students. The second component of the program is the Parent Conferences, facilitated by Marian College faculty. The Parent Conferences help parents and guardians to become more involved in the students' educational experiences and, in some cases, to identify and pursue their own educational needs. To date, 440 parents and students have attended partnership workshops, with an average attendance of 26 individuals per session. The Dollars for Scholars chapter has been instrumental in the academic support program by involving large numbers of parents and other community members in actively raising visibility and support in the community for students' college aspirations. The chapter has also developed and distributed scholarship information packets to students and parents attending scheduled sessions, and has contributed scholarships annually to 21st Century Scholars.

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Marymount Manhattan College/ Settlement College Readiness Program

The Marymount Manhattan College/Settlement College Readiness Program partnership provides a six-week intensive summer science program. The program focuses on math and science enrichment for pre-college students. The partnership currently serves approximately 25 students from four New York City high schools. Based on a long standing relationship between Marymount Manhattan and the Settlement College Readiness Program, the program is part of a comprehensive set of programs and services offered by Marymount Manhattan and the Settlement College Readiness Program to students located in Harlem and other low-income areas in Manhattan and the Bronx. The Dollars for Scholars chapter has held a variety of fund raising activities. To date, the chapter has awarded approximately $21,000 in scholarships.

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Mount Holyoke and Hampshire Colleges/ Latino Scholarship Fund

The Mount Holyoke and Hampshire Colleges/ Latino Scholarship Fund partnership provides an academic support program that concentrates on mentoring and tutoring approximately 45 to 50 students in grades nine through 12 at Holyoke High School. The partnership is a cooperative effort involving faculty, students, and staff from Hampshire and Smith Colleges. Mentoring and tutoring are provided by students at all three institutions. Beyond mentoring and tutoring, students participate in the production of a newspaper, community service activities, and college-awareness activities and visits. With well over $30,000 in pledges, the Dollars for Scholars chapter has increased and professionalized its fund-raising activity. Thus far, 22 students have received scholarships ranging from $500 to $750 each. Broadening its fund-raising efforts, the chapter has recently managed to increase its name recognition and visibility locally and regionally.

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Mount St. Mary's College/ Garfield, Hamilton, and Van Nuys High Schools

The Mount St. Mary's College/Garfield, Hamilton, and Van Nuys High Schools partnership offers the Strides Toward Educational Proficiency (STEP) program, which focuses on improving reading, writing, and math skills for high school juniors through a two-week summer session. The program is combined with year-round, on-site, one-on-one tutoring by trained Student Ambassadors from the college. The academic program has assisted a combined total of more than 1,400 students at the three high schools by exposing them to opportunities to reach the goal of attending a postsecondary institution. The Dollars for Scholars chapter has achieved successes in its fund-raising efforts as well. Forty-one students have been awarded over $31,000 in scholarships over the past five years. Plans are in place to make the Garfield High School Dollars for Scholars chapter an official branch of Garfield's Alumni Association. Parents and representatives from Mar Vista Gardens, a

public housing development whose students participate in program activities, have established an additional Dollars for Scholars Foundation. Plans are also under way to create additional scholarship foundations at other sites.

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Occidental College/ Eagle Rock High School

The foundation of the Occidental College/Eagle Rock High School partnership is a tutoring/mentoring program that focuses on helping students engage in active problem solving. A total of 56 students are participating in the Gateways Tutoring Program. The student's grade levels range from seventh to eleventh grade; however, the majority of the students in the program are eighth and ninth graders. The partnership has been successful not only at developing a strong academic support program for Eagle Rock High School but also at utilizing ongoing evaluation procedures that help to inform and strengthen the program. The evaluation process includes student self-esteem surveys, tutor opinion surveys, and focus groups, as well as structured individual interviews with administrators by an independent evaluator. The Dollars for Scholars chapter supports the activities of the Gateway Tutoring Program by providing $100 awards to students who matriculate through the program and earn grades of "C" or better in both English and math. The chapter continues to accumulate significant financial and volunteer support from the local business community.

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Presbyterian College/ Laurens County Chamber of Commerce

The Presbyterian College/Laurens County Chamber of Commerce partnership has a Summer Residential Program that helps more than 100 pre-college students increase their academic preparation for postsecondary education. The strengths of the academic program include a mentoring component, strong curriculum design (which involves character education), and the involvement of college staff and school district officials. The mentors are all Presbyterian college students. A mentor/counselor handbook has been developed to guide their training. The summer program's curriculum consists of field trips to local colleges and universities, community service, academic preparation, and character education. The faculty, staff, and administration at Presbyterian College, as well as community leaders, are very much aware of, involved in, and committed to the CHAMPS (Communities Helping, Assisting, Motivating Promising Students) program. As a result, the program is achieving a great degree of institutionalization within the community. The Dollars for Scholars chapter has played a vital role in providing information and linking students and parents with various educational opportunities. The chapter has also enhanced its fund-raising capacity through a more comprehensive committee structure and recently awarded its first two scholarships. A Parents Council has been created to increase parental participation in the chapter. Grassroots

efforts include a Dollars for Scholars "socks" fund raiser, in which parents and students physically go throughout the community filling their socks with donations. In addition, the chapter has held comprehensive workshops on college admissions and financial aid matters.

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Saint Peter's College/ Monumental Baptist Church/ Dollars for Scholars of Northern New Jersey

The Saint Peter's College/Monumental Baptist Church/Dollars for Scholars of Northern New Jersey partnership has established a curriculum to enhance academic preparation (math and English), social skills, cultural esteem, and conflict resolution skills for approximately 80 students. The academic program consists of a summer program, Saturday and after-school classes, and workshops held on the campus of Saint Peter's College. The program also consists of college tours and SAT preparation workshops. Students are introduced to community service activities through tutoring youth, caring for seniors, cleaning parks, and serving the homeless. The Dollars for Scholars chapter has added significant value to the program by offering financial aid and admissions seminars. The chapter members are actively involved in soliciting funds for programs and supplies. For example, SAT and college application fees for students have been paid for by donors solicited by the Dollars for Scholars chapter.

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Tuskegee University/ Wil-Low Housing Authority, Inc.

The Tuskegee University/Wil-Low Housing Authority, Inc. is utilizing a mentoring program to identify particular academic areas in which students are currently underachieving. The partnership currently serves the needs of over 275 kindergarten through twelfth grade students throughout Lowndes and Wilcox counties. Tutorial session are held during the summer in the areas of reading comprehension, writing, math, music, arts and crafts, computer applications, and English. The tutoring is offered by over 55 volunteer teachers, parents, and aides. The program also conducts a Parent/Teacher Academy that offers workshops, seminars, and parenting classes to more than 250 parent counselors, teachers, students, and volunteers. The Dollars for Scholars chapter awards scholarships on an annual basis. To date 41 students have receive scholarships and are attending the postsecondary institution of their choice. The chapter recently established two permanent endowments.

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Utica College of Syracuse University/ Utica City School District

The Utica College of Syracuse University/Utica City School District partnership has approximately 273 participating students and families in grades six through twelve. Students participate in the Young Scholars Summer Program at Utica College to reinforce learning skills and foster more success-oriented attitudes. Students at all grade levels are assigned mentors and attend tutorial sessions twice each week. In addition, all students have access to a Homework Helpline. The academic program gives students the opportunity to experience campus life and become more familiar with students who have the same academic goals. The partnership has an extensive academic support program with a comprehensive evaluation process. The Dollars for Scholars chapter regularly hosts an annual awards dinner in which over 150 people participate.

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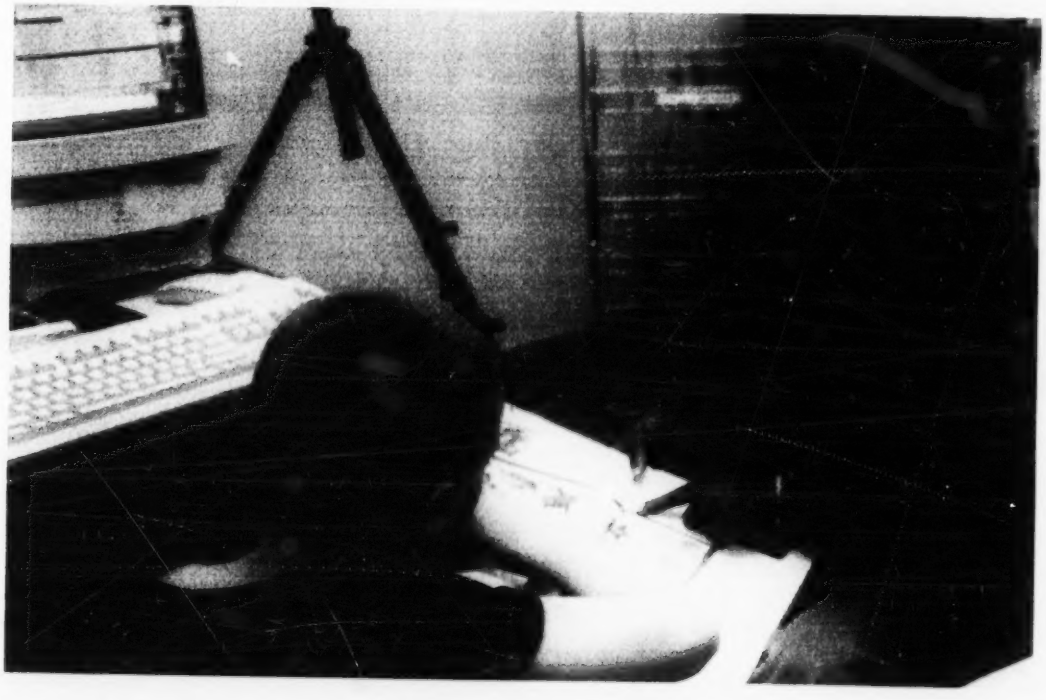

Appendix B: Biographies

Mary-Mack Callahan

Mary-Mack Callahan is co-founder of Communication *Works*, L.C. a Washington, D.C.-based public relations firm specializing in advancing new ideas for education organizations, businesses, government, and other nonprofit organizations. Ms. Callahan is the former Managing Director of the Consortium for the Advancement of Private Higher Education (CAPHE). There she was responsible for the design and development of competitive grant programs and technical assistance for private colleges and universities, and provided consultation to major corporations and foundations regarding trends in higher education, as well as information on the programs and operations of individual private colleges throughout the United States.

Ronald A. Walk

Ronald A. Wolk is the founder of *Education Week* and *Teacher Magazine*, and is a founder of *The Chronicle of Higher Education*.

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